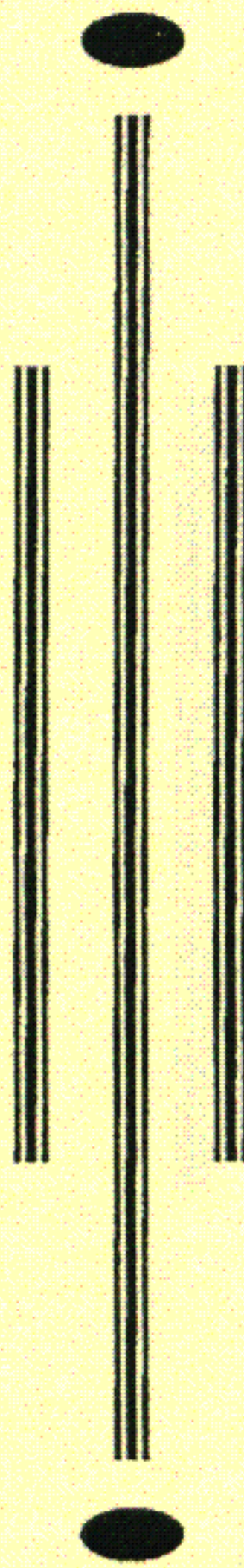


TRAINING MANUAL

FOR PRIMARY SCHOOL TEACHERS

English

(CLASS I-V)



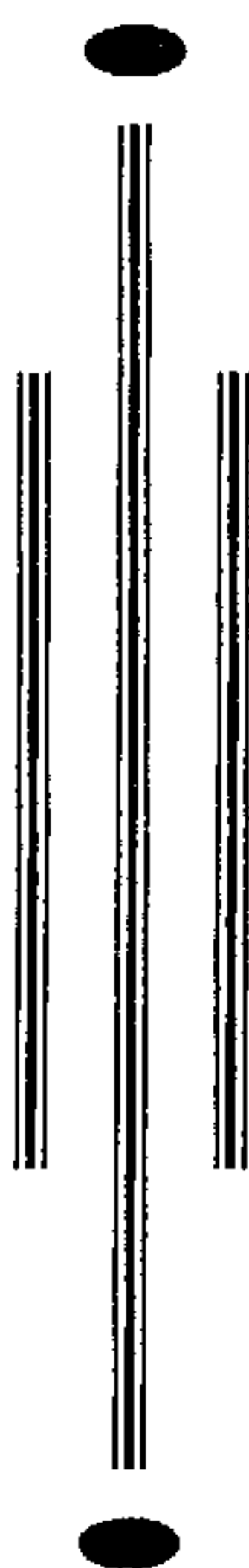
DIRECTORATE OF RESEARCH AND ASSESSMENT SINDH
JAMSHORO
NOVEMBER - 2002

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PREFACE

The Government of Pakistan and that of Sindh are fully aware of the importance of providing better education to the children for better citizenship role in the fast changing technological age and a global socio-cultural integration.

The secret of the development of the nations is based on the educational standard. It is the responsibility of the teacher to maintain the educational standard.

In order to develop the teacher, it is necessary to organize in-service courses frequently. Keeping in view the importance of training for the teachers, the Government of Sindh in collaboration with Directorate of Research and Assessment Sindh, Jamshoro formally Bureau of Curriculum and Extension Wing, Sindh, Jamshoro has designed in-service courses for the working teachers in the system.

This booklet is mainly prepared for the Professional support to the teachers of Primary Schools, to enable them improve their proficiency and skills to teach English effectively in the Primary Schools of Sindh.

Already there is an evident Perception that the teaching of English is not taken seriously in our Government Primary Schools due to a low professional profile of the teachers for teaching English. It is therefore expected that the skillfully developed in-service training programmes will be effective for helping teachers to develop their proficiency, attitudes and skills in this area.

Hence the major objective of this booklet is to provide necessary material to the teacher to make the teaching learning process concrete and meaningful for the students. In this booklet the objectives of teaching, concept clarifications, methods of teaching, use of necessary teaching aids, classroom activities and English language testing etc. have been included. The professional ideas dealt with in these pages will be of substantial value for the teachers of English of all the levels, however particularly for the Primary School Teachers.

I am highly thankful to all those experts who took active part in developing this booklet and worked day and night.

I will wait for your views and suggestions for making this booklet more useful and meaningful.

Dr. MEHBOOB ALI SHAIKH
Director

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INSERVICE TRAINING PROGRAMME FOR TEACHERS

ABOUT THIS BOOKLET

Teachers occupy the nucleus position in the process of education. It is, therefore, incumbent on them to be constantly aware of the necessary/ relevant changes taking place in the world. Besides that, it is generally challenging for teachers to get across the information, about those changes, to the younger generation, and to accomplish such challenging tasks the teachers need recurrent training.

During the preparation for the conduct of the training programme under the Directorate of Research and Assessment Sindh, it was realized with seriousness that the success of such programmes depend on the use of the effective teaching material and the use of the relevant teaching aids. The government of Sindh realizes the importance of these inputs and therefore assigned, to the Directorate of Research and Assessment Sindh, the responsibility of training the primary school teachers and school management committees during the year 2002-2003 so that better teaching learning environment can be created in our primary schools. To achieve the targets, of this task, a committee of the educational experts was framed. This committee was assigned to prepare the teaching material for the primary school teachers who would subsequently make their classroom teaching more effective through the use of the newly learned techniques of teaching. This booklet is a chain of that strategy. It is the result of the joint efforts of the experts and the working teachers.

- ◆ The basic purpose of this booklet is that particularly teachers of English may be helped to identify the inbuilt capabilities of the children and guide them to nourish the same to their fullest capacities.
- ◆ The information and the activities contained in this booklet are in full conformity/ relevance to the topics of the training programme for the teachers, and very effective results can be achieved through using the given information, which, Insha Allah, the readers and users of this material will find as most recent in terms of the ELT field.

- ◆ All the relevant experiments and activities for the workshop have been incorporated in the booklet. With the help of these activities the teachers and the pupils will understand the given concepts and also apply the acquired knowledge with confidence and accuracy. Consequently, they will be able to find the solutions of the problems, make independent decisions, analyze the information through the process of compare and contrast, and so forth.
- ◆ The participants would participate in different activities and realize the effectiveness of learning process.
- ◆ Different types of activities will create in them the sense of observation, critical evaluation and deriving conclusions from the situation.
- ◆ All the activities suggested in the booklet relate to the best use of children's intelligence, interest and attitudes to the maximum possible extent. The activities are mostly zero or very low cost. The teachers/ students can prepare the models for activities without any difficulty from the locally available material and can use them to their different needs and situations.
- ◆ The spirit of working cooperatively with other children is developed through group and pair activities.
- ◆ The activities help in the conceptual clarification of the children.
- ◆ The teaching aids and activities make the lessons interesting and create opportunities for the use of a variety of methods of teaching.
- ◆ The booklet has been written in simple language so that every teacher may use it in view of the variety of curriculum needs and environmental/ local circumstances.

This booklet is for the help of the teachers through which they can help children to achieve mental, physical, moral, social and linguistic abilities. Through the effective use of it the creative abilities and environmental consciousness can be developed. Besides that help has been provided to the teachers to clarify the concepts to the children in the following order;

- a) Topic
- b) Objectives
- c) Knowledge of contents
- d) Teaching aids
- e) Examples of activities
- f) Evaluation

The teachers will present and discuss the important points of the given concepts, in the classroom so that they could be easily familiar with the objectives and related concepts.

The course for primary school teachers has been developed for a period of twelve weeks.

It is requested that the teachers may read all the relevant books, provided to the centre before teaching the relevant topic. This booklet is for teachers to take maximum benefit from it.

Please do not hesitate in giving your views and comments about the programme and about the booklet.

PROJECT TEAM

1. IMPORTANCE OF ENGLISH

English is global language. Its importance cannot be underestimated. The Government of Pakistan is fully aware of the educational, cultural, economical, scientific and global importance of English language.

It is because of such value that the Government has introduced the teaching of English in the primary schools from class I-V and onwards.

GROUP WORK-I

Each group will consist of 40 participants.
The participants will discuss the following.
Do you agree that the English should be taught from class-I?
If you agree then give reasons.
If you don't agree then also give reasons.

- ◆ Group leaders will present the group reports at the end of the group session.
- ◆ The Resource Person/ Master Trainer will give views, such as:

The English language teaching is different, in many ways, from the teaching of the national (Urdu) or any regional language of Pakistan.

This is because:

- i) The writing/ reading pattern of English is different
- ii) The grammatical structures of English are different
- iii) The phonetics of English is different
- iv) The vocabulary of English is different
- v) The cultural pattern and life style of English speaking nations is different

GROUP WORK-II

There will be four to eight groups.

Each group will discuss any one of the above concepts to highlight that in what way English is different from Urdu/ Sindhi. The Resource persons Master trainers will guide the groups.

The presentation of group reports will take place at the end of the discussion:

The panel discussion will be arranged in the manner that:

All the points discussed in groups or by the Resource persons/ Master trainers will be revisited.

The Resource persons/ Master trainers will conclude the session with his comments/ remarks.

Finally the RPs will inform that the importance of English can be highlighted on many aspects; cultural, scientific, research, educational, bank, trade, commerce, travel and tourism, international human relations, law, inter governmental functions, and many more. The RP will explain most of these areas and finally inform that much of the work is being done in the areas of English language teaching at international as well as national level.

CURRICULUM OF ENGLISH

OBJECTIVES:

After the completion of this unit the participants will be able to:

- Understand the meaning of nature of curriculum.
- Tell its importance
- Discuss about the contents of the curriculum.

What is Curriculum (in Education)?

The concept of Curriculum has wide spread connotations, some of them are:

- ◆ Total perspective of education for a particular level
- ◆ All the activities for a desired educational growth
- ◆ The education of child for the community
- ◆ Making the educational activities pleasant for child and his growth in the society
- ◆ Preparing the child for future responsibilities, etc.

What is included in a curriculum?

- ◆ Objectives (broader/ specific)
- ◆ Content outlines of the material to be taught
- ◆ Methodologies for teaching the content
- ◆ Instructions for teachers.
- ◆ Instructions for text book writers, etc.
- ◆ Assessment/ evaluation strategies.
- ◆ Scheme of studies, etc.

In what way Curriculum for English is different from the Curriculum of other subjects?

It is different in terms of the following

- ◆ Language concepts have different Parameters from that of knowledge concepts.
- ◆ English Curriculum is always skill based.
- ◆ Comprehensive in topical scope.
- ◆ English teaching concentrates on promoting grammatical and syntactic perceptions.
- ◆ There is a bigger element of culture consciousness in English language teaching, etc.

What does the Curriculum document contain?

Primary Education Curriculum Class K-V, 1995 contains:-

- ◆ Objectives (general)
- ◆ Skills based notions/ objectives (Specific)
- ◆ Proposed structures
- ◆ Grammatical notions etc

GROUP ACTIVITY:

There will be 5 groups. Each group will discuss the Curriculum for each class (I-V).

They will discuss:

- ◆ What areas are addressed by this Curriculum
- ◆ Are these areas adequate (Reasons for the response)
- ◆ Are the objectives within the range of children's achievement level?
- ◆ Which objectives would you add in respect to each of the skill (at least 2 to 5 more objectives)

The group leaders will present reports. The Resource person/ Master trainers will give comments on the group reports.

Finally the RPs will highlight that the availability and use of curriculum documents should be ensured in all the schools. Many areas of ELT which are provided in the text books can not clearly visualized/ taught in the expected manner (in the right spirit) without reference to the curriculum. In fact, curriculum is the guideline document for all educational activities (for any subject/ area) to be undertaken in a school. Only the use of textbooks can not clarify many ideas on teaching, assessment, subject guidance and desired growth/ development of the children.

3. TRANSFORMATION OF STRUCTURES I (PRESENT TENSE)

There are forms, functions and meanings in language. The teachers of English provide intensive and copious practice to the learners to develop a mastery of the over use of structures and form to make them meaningful and purposeful.

In the area of teaching for the communication it is essential that the learners keep changing the structures and learn to modify the grammatical need this primarily a vocal or spoken form of usage.

The Master Trainer (MT) will highlight in the class the importance of the transformation of structures sentences on the present continuous tenses.

He/ She will write a few sentences

Master Trainer: I am speaking to you

Master Trainer: what am I doing?

Trainees: You are speaking

M.T. Yes I am speaking to you

T. Thank you

M.T. I am writing on the black board (While she is writing)

M.T. What am I doing?

You are writing on the black board

(Note: He/ She (M.T) will write at least 3 or 4 more sentences, in the same form, while performing an action).

He/ She will then also work with the whole class. He/She will write the subject of a sentence on the B.B such as

I

Then he/ she will use the flash card and display two flash cards one in right hand and the other in left hand

Right Hand

Speak

Left Hand

English

Trainers will say,

T: I am speaking English

Play

Game

T: I am playing a game

Read

Book

T: I am reading a book.
Then she will change the subject word on the black board

We

Then display card

Writing

A Letter

T: We are writing a letter.
Then he/ she may conduct further practice just by prompting the words
such as: Sitting Chair

T: We are sitting on chairs.
The activity may be conducted for few more sentences.
The Master Trainer will also monitor the pronunciation accent and
grammatical accuracy of the Trainees.

Pair Activity

There will be a pair activity. Hopefully a list of all the sentences already
done in this session will be put on a work sheet, each pair will get the list and perform the
activity:

Trainee 1: I am writing notes
Trainee 2: I am not writing notes
Trainee 1: I am speaking English
Trainee 2: I am not speaking English
Trainee 1: I am playing with a ball
Trainee 2: I am not playing with a ball
(More practice in Pairs)

Master Trainer will write some statements and ask the pair to transform
into negative or interrogative.

Group Activity

The group will write a story in continuous tense and present them to the
class.

Master Trainer will help the participants to go in the group of 3 each she
will give each group a worksheet 10 structures such as.

Conversation Trainee: what are you doing?
Trainee 2: I am reading
Trainee 3: He is not reading a book
etc

4. HOW DO THE CHILDREN LEARN ENGLISH?

OBJECTIVES:

The trainees/ participants will be able to

- ◆ Define learning.
- ◆ Tell how learning of English (as L₂) is different from learning MT (L₁)
- ◆ List the language skills, that we help children to learn (English)

UNIT: The Resource Persons will cover the following ideas:

- ◆ What do we learn? (Language components)
- ◆ Does learning develop as a process.
- ◆ How do children learn their first language (exposure, repetition, use constant feed back etc).
- ◆ How do children learn- English?
(Exposure, repetition, associations translation and trial model is important)

GROUP WORK:

Each group will sit with a book of any particular class (I-V)

In the light of the above ideas they will prepare a list of language components which the children would be helped to learn. The children will learn eg: vocabulary (3/4 examples) grammar (examples) structure (examples) spellings (examples) sound (examples) punctuations (examples).

There will be group reports by group leaders.

The Resource Person/ Master Trainer will put the list of common elements on the black board. He/ She will then discuss with the participants that how can we help children to learn these language elements/ components.

Example:-

- ◆ By giving models
- ◆ Explanations
- ◆ Creating associations
- ◆ Repetition (mechanical drill)
- ◆ Use of vocabulary items in context and through creative drills
- ◆ Showing illustrations
- ◆ Asking questions/ answering
- ◆ Doing mechanical/ controlled/ free writing

It is therefore important that the teachers of English be careful, while planning and conducting the teaching activity, to integrate the techniques of language skills development and conceptual/ communicative development intelligently and provide opportunities to the children for extensive practice. The quality of the practice has always a proportionate effect on the learning of the children. This is especially so at the primary school stage. Hence a primary school English language teacher should be active, good planner, patient, considerate of the individual differences among children, and a proficient user of English (especially in spoken form).

The Resource Persons/ Master Trainers will tell that in all the above situations we create the stimulus + Response (SR) situation. The successful learning is always the result of good S.R relationship. The better the relationship the better the learning. This learning output is needed to be used in new/ different situations to consolidate the learning process more and more effectively and successfully.

Resource Person may explain S-R Phenomena in simple/ short terms for better understanding of participants, if it is so needed.

It may be emphasized that the participants should understand that the learning of a new language is a mix of intellectual and mechanical behaviour. The learners need to practice the language phenomena in terms of consolidating pronunciations, speech skills, proper usage of words and other grammatical forms. Besides that the understanding and production of the language are grasped for its intelligent and purposeful use in different and unusual situations. In this way, the learning of a language is a mechanical as well as intelligent behaviour.

5. A MODEL LESSON PLAN.

Concept: Teaching a prose
Topic: Animals on the farm.
Text: Unit 2.3, My English Book 3.
Time: 40 minutes.
Material: Blackboard, chalk, flash cards, Worksheets and Pictures.

Previous knowledge:

The students have already done some work on verb phrases (have and has) and can use simple structures in present simple and continuous tense.

1. Introduction / warm up:

The students will be encouraged to think about some domestic animals, preferably in their homes. The teacher will show them some pictures. If the picture is about a domestic animal then students will say 'yes' but otherwise they will say 'no'

Picture of a parrot	-----yes
A sheep	-----yes
A lion	-----No
A Cow	----- Yes

2. Presentation

The teacher announces the topic and writes the following words on the black board / or shows a chart of words.

Feathers
Beak
Grass.

Teacher says these words loudly, the students repeat, the flaws in utterance are corrected with the help of other students,

Teacher displays a larger picture of the text and encourages students to identify the above objects. Successful students are encouraged and praised.

2. Loud / Model reading by teacher.
3. Students read silently.
4. Students watch the picture again.
5. Pair activity.
Student A asks: Who has feathers and a beak?
Students B tells: A hen has
Student A asks: Who has two horns?
Students B tells A cow has.
Student A: Who has long hair on its back?
Student B: A horse has.

The roles of student A and B will be reversed for the same task in the pairs.

6. Whole class activity :
Student A: Who likes to eat grains?
Whole class
(Aloud): A hen does.
St: A: Who likes to eat grass?
Class: A cow does.
St: A : Who else likes to eat grass?
Class. A horse does

This activity may be continued till the students have been adequately fluent on uttering them with correct pronunciation and intonation.

7. Group Work:

There will be 4 or 5 students in a group. Teacher will give to each group a worksheet which will be as follows.

1. Does a horse have feathers? -----
2. Does a cow have a back? -----
3. Does a cow have horns? -----
4. Does a dog have hair? -----
5. Does a hen have horns? -----
6. Does a hen have long ears? -----
7. Does a horse have long hairs on its neck? -----

The students will ask each other the above questions. The teacher will ask them to give correct answers. After every one has asked / answered most questions, then the teacher will ask them to fill the worksheet, with 'yes' or 'no' responses. Every one will work independently.

7. Individual Task:

The students may work on the following pattern practice.

Make as many sentences from this table as you can:

	Cow	Has	Four	Hair a beak
	Hen		Two	Horns
A	Horse	Have	Many	legs
	Dog		Long	tail
	Cow and horse		Short	feathers

The students will write sentences:

(If some students feel difficulty in this task then they may be encouraged with a shorter or more simple list prepared, on the spot, by the teacher).

3. Practice.

- Flash cards may be distributed (the black board summary can also be used).

Word	Meaning/ other word or phrase	Tick (v) if agreed Cross (X) if not.
Dog	An animal	
Horse	A bird	
Neck	Part of body	
Grains	Food	
Beak	Bird, eyes	
horns	Cows face	
Feathers	Birds fly with	
Grass	Green plants on the ground.	

2. The exercise on page II , the text book, can also be given (to be adapted for the three paragraphs only)
3. The students will participate (in pair work) discussions as follows.
 Have you seen a horse? Yes -----no
 How many legs does it have? -----
 Does it have horns ? -----
 What about a hen. Does -----
 It have a beak ? -----
 Does it eat grass ? -----

4. Production

Students will read the lesson (3 paragraphs) silently and then:

1. They will write any three sentences on :
 A cow
 A horse.
 A hen
2. They will talk in pairs / small group about their pet / home animals.
3. They will prepare list of names / animals (from memory) they have learnt about.

5. Evaluation / Assessment.

Tick true or false in the following statements.

A dog has teeth	yes -----No
A horse has long tail	yes -----No
A horse has long neck	yes -----No
A hen likes to eat grass	yes -----No
A cow likes to eat grows	yes -----No
A cow gives milk	yes -----No
A horse has horns	yes -----No

6. Home Assignment_

When at home, read or get some more information about domestic animals and then write.

1. Which animals give milk.
2. Which animals have horns.
3. What are the plurals of following animals / word :
 Cow
 Horse
 Hen
 Fish.

6. TEACHING ENGLISH THROUGH GAMES

OBJECTIVES:

After the completion of this unit the Participants will be able to:

1. Understand the purpose of language games.
2. Identify the types of games.
3. Prepare simple game activities.
4. Discuss about the classroom management for different games.

UNIT: English language teaching games make the language learning process:

- a) Participatory, stimulating, delightful.
 - b) Break monotony of learning activities.
 - c) Goals of learning are made visible.
 - d) Team spirit is developed through competition.
 - e) Language is learnt through using it.
 - f) Mechanical drilling is replaced by fun learning.
 - g) All children (dull and intelligent) learn together (in the same environment)
- ◆ The games are for: Oral learning, pronunciation development learning, reading and writing, spelling games and games of mixed skills.
 - ◆ Classroom management is essential for organizing a language game activity in the classroom.

TYPES OF GAMES.

- ◆ Roller games
What is your name?
(My name is)
- ◆ Bingo Games (Sight word list, crossing out the words spoken by leader etc.).
- ◆ Charades (guess meaning from cards, actions, etc.)
- ◆ Role Plays.
- ◆ Letter guessing games-on backs.
- ◆ Where it can be?
- ◆ The same or different? (Sound games)
- ◆ Searching the person on instructions.
- ◆ Running dictation, etc.

GROUP ACTIVITY:

The whole group is divided in groups of four each. Each group is assigned to develop games on any one skill (listening, speaking, reading, writing). One group may develop the games for abilities.

The Group leaders will provide feed back in the whole class. The Resource persons/ Master Trainers will give his comments on the activity of the groups.

English language teaching can be extremely tedious and boring without fun activity. The Resource Persons/ Master Trainers will tell the class about the conceptual and psychological importance of games, which give meaning, participation and interest to learning.

7. TRANSFORMATION OF STRUCTURES II (PAST)

OBJECTIVES:

The participants , after this session, will be able to develop more understanding of the use of various types of Past tense and teach them to the Primary students and they will:

- a) Transform these sentences from one form of tense (Past) to any other.
- b) Find out past tense sentences from the text books (class III-V)
- c) Transform present tense to past tense (and vice versa)

Master Trainers input

The Master trainer will display a chart of the following structures:

- | | |
|----|--------------------------------|
| 1. | Little chimpee was sleeping |
| 2. | Little chimpee slept on a tree |
| 3. | The crow felt proud of himself |
| 4. | The fox ate the cheese |
| 5. | Asad brushed his teeth |
| 6. | He was eating his breakfast |

The MT will ask the participants to tell the time to which the above sentences refer to:

1. Present time.
 2. Past time.
 3. Future time.
- (All answers should be 'Past time')

Group Activity-I

Each group of 5-6 participants will work on any one text book, class III-V and select/ list 15 to 20 sentences with past tense (any from).

The group leaders will read the selected sentences in the whole class session.

Group Activity-II

The groups will exchange the selected (Past tense) sentences with any other group. The groups will, this time, change these sentences in the following form:

1. Past simple will be changed to simple Present.
2. Past Perfect will be changed to Present Perfect.
3. Past Continuous will be changed to Present Continuous.

The feed back of the task performed, will be provided by the group leaders. This time the group leaders will be different.

Group Activity- III

The fair format of group-III will be exchanged. This time, the transformation of sentences will be as follows:

1. Present Simple to Past Simple (negative).
2. Present Continuous to Past Continuous (interrogative)
3. Present Perfect to Past Perfect (negative- interrogative)

Group leaders will give the feed back of the work. New group leaders will report this time.

In case of the errors committed by the participants (during the group work) the MT will improve the sentences with the help of the other participants.

Pairs Activity

The MTs will give a worksheet to each pair of participants. The work sheet will contain the following sentences: One participant will read the sentence aloud and the other participant will transform it in the question form:

1. He lived in a big house _____?
2. It was in a big park _____?
3. A black dog was standing near the cat _____?
4. Ali flew a blue kite _____?
5. Aslam played with a red ball _____?
6. Shakeel swam in a small pond _____?
7. People were waiting for train at the railway station _____?
8. Vendors were selling fruits _____?
9. An old man was lying on the bench _____?
10. A clever fox saw him and came near the tree _____?

The MTs will monitor the task carefully. (Note: The pairs will perform this activity in natural tone. The speed of the reading and responding will be maintained with care).

Individual Task.

Finally the MT will deliver the following worksheet. All the participants will work on the sheet/ test by filling in the blanks.

Work sheet/ Test

Fill in the blanks with the missing word. All the sentences are in the past tenses:

1. Ali _____ at the sea beach.
2. He _____ with his friends.
3. They _____ come for a fishing.
4. They _____ all enjoying.
5. Ali's friend _____ a big fish in the water.
6. He _____ to catch it.
7. He _____ the fishing net into the water.
8. Suddenly he felt a big fish _____ in the net.
9. He _____ the net out of water.
10. There _____ a big fish. All were very happy. They cooked the fish and ate it for the lunch.

The MTs will invite some participants to read the finished worksheets. Finally a done worksheet will be distributed in the class.

8. THE IMPORTANCE AND USE OF TEACHING AIDS

OBJECTIVES:

The trainers will, after this session, be able to:

- i) Understand the importance of teaching aids.
- ii) Make a list of A.V aids.
- iii) Discuss how these aids can be used for teaching textual material.
- iv) Tell the advantages of teaching aids prepared from indigenous material

UNITS:

Foreign language is generally difficult to learn because teachers fail to create proper associations of words with the concepts in the minds of the learners.

If we help children to develop an automatic framework of concept formation the learning of language/ development of language will go in leaps and bounds (very fast)

The most effective way of helping children to learn is creating a concrete form of concept. The Principles in this context are;

- ◆ Concrete materials and situations help in learning language concepts.
- ◆ Pupils should be helped to see and hear what they are taught.
- ◆ A.V aids are careful tools of learning.
- ◆ Language barriers are eliminated through A.V.aids.
- ◆ A.V aids are source of communication.
- ◆ A.V. aids help in learning process and develop the creativeness.

Types of the Teaching Aids

The teaching aids are generally of two types:

- 1) Electronic
- 2) Non electronic

1. The Electronic teaching aids are expensive. They consist of the objects such as; Radio, T.V, Tape Recorder, Overhead Projectors, Opaque Projectors and so forth. These aids cannot be made available in ordinary schools because of their expensiveness. Besides that the use of these aids also requires advanced level of the skill and proficiency of the teachers. However, a teacher should be familiar with the concept that if we have a chance of using the electronic equipment in our schools then we should make a best possible use of these gadgets.

2. Low cost/ non electronic teaching aids are easy to use and easy to provide in the schools. They are generally available in the market. The list of these aids include; charts, pictures, toys, realia, globe, atlas, maps, etc.

It is emphasized by the experts and the educationists that every effort should be made to use the teaching aids which are lowest in cost and are easily available. Further more, it is also advised that the teachers should develop skills in preparing the teaching aids from the indigenous raw material which is freely or cheaply available in the vicinity or the local environment.

The educationists believe that it is an additional merit of a teacher to prepare low cost aids by himself/ herself. But it is essential that the teacher uses these aids intelligently and effectively. A bad use, or even over use, of the teaching aids is more harmful than not using them at all.

In teaching of English the effective use of the teaching aids makes the teaching activity easy, interesting, less time consuming, relevant and more communicative.

GROUP WORK

Each group will scan through a text book for class 1/2/3/4/5 (I-V) and select at least any six learning concepts and then list 4 or 5 teaching aids to teach those concepts. The format is as follows:

Sr. No.	Text Book Concept	Class	<u>Aids to be used for the concept</u> (eg: Pictures, charts, flash cards toys etc.)
1.			
2.			
3.			
4.			
5.			
6.			

When the group will have completed the task within the given time, the group leaders will give feed back.

The Resource Persons/ Master Trainers will give the comments.

Resource Persons/ Master Trainers will inform that there can be different types aids for teaching listening/ speaking/ reading writing activities. A whole class discussion may also take place on this issue.

Grammatical concepts are taught through an integrated use of the given teaching aids.

The best aids are those, which are used without much cost and from the local material and they are relevant to the concepts to be taught.

The importance of the teaching of English sounds to the children. Learners. He/ She will inform that the teaching of sound should be emphasized at the early stage of the language learning process. This is because, the capability/ potential of a speaker, making her language understood/ received by others, depend on the quality of the sounds produced. The teachers should be the best models for their students and provide copious practice to the children in the formation of the appropriate sounds and then use the properly in their conversation.

The Master Trainers will give some information on the above mentioned issues pertaining to the teaching of English sounds.

The Master Trainers will finally highlight some of the basic principals for which the teaching aids are used:

- ◆ Interest
- ◆ Motivation
- ◆ Effectiveness of learning
- ◆ Facility for the teacher to establish relationship of one concept with others.
- ◆ Performance of concept retention.
- ◆ Teaching application of concept.

The above concepts will be addressed by the MTs through trainees participation in the discussion.

9. TEACHING OF LISTENING (SOUNDS)

OBJECTIVES:

1. Tell difference between vowel and consonant sounds.
2. Tell how vowel/ consonants are produced.
3. Prepare simple exercises of minimal pairs.
4. Discuss the teaching implications of English sounds.

The Master Trainers will give a short talk on:

- ◆ Importance of sounds in a language (basic element)
- ◆ Language involves the use of vocal organs and the listening mechanism.
- ◆ Language is meaningful only through the intelligent and meaningful use of sounds (listening of them).
- ◆ There are the basic units of sounds (called the phonemes), which can be divided as:
 - a) Vowels (their features as voiced, etc)
 - b) Consonants (voiced/ voiceless)

(The nature of both types of sounds will be communicated. The Resource persons/ Master trainers will also inform that what are diphthongs and fricatives Ch, Sh if there is the need)

- ◆ English has 26 alphabets but 45 sounds (Phonemes) 25 consonants and 20 vowels. (A chart of sounds will be displayed)
(Note: Any standard mono-language dictionary of English can help in this context)
- ◆ Source of these sounds (R.Ps explanation).
(The MTs may concisely explain)

GROUP ACTIVITY:

Textbooks (I-V) will be provided, one to each group, participants will select at least 20 to 25 sounds (along with the symbol/ words) and tell the names of the sound half members which will be consonants and the half will be vowels.

The sound- example	(consonant)	bus	=	/b/ sound- constant
Voiced	(consonant)	Duck	=	/d/ sound- constant
Voiced	(vowel)	Beef	=	/i/sound- vowel

At the end the group leaders will give the reports. Finally RPs/ MTs will give comments



The RPs will explain that these sounds can be taught through comparison or constant: (same or different), what so ever.

Ship- Sheep	Same or different ?			<u>different</u>
Boat- goat	“	“	“	_____
Hut- hot	“	“	“	_____
Pen- pen	“	“	“	_____
He is sleeping- he is slipping	“	“	“	_____
Look at his back- look at his lag	“	“	“	_____
I like apples- I like apples	“	“	“	_____

INDIVIDUAL WORK:

Each participant will be asked to prepare such exercise with 3 words and 3-4 sentences.

RPs/ MTs will check the performance of some participants and help them to improve upon the same

The pedagogical implication of teaching sounds will be discussed with the participants in the light of the textbooks.

After the individual task the MTs will ask the participants to conduct short conversations, in pair/ group form

He/ She will assign a topic to each group, for conversation, preferably from the textbook context (Class- I-V).

While monitoring the conversations the MTs will observe that the participants pronounce/ other different sounds properly and correctly.

At the end she will inform about the collective difficulties/ mistakes of the participants without explicitly announcing the names who made any prominent mistakes.

10. TEACHING THE LISTENING (SIMPLE SENTENCES)

OBJECTIVES:

1. What is involved in listening?
2. Use textbooks to prepare listening exercises.
3. Tell the difference between different types of sentences when listened to:
4. Tell the teaching value of listening activity.

UNIT: The basic ideas about the listening activity in sentence/ extended or communicative situations.

RPs/ MTs will highlight the following:

1. Listening is a receptive skill (hearing/ Listening)
2. It pertains to discrimination of sounds in single words and connected speech.
3. Recognize stress and intonation patterns
4. Recognize language signals (questions, ending speech-emphases etc)
5. Comprehend a message phonetically and grammatically.
6. Follow instruction
7. Intensive/ extensive listening

GROUP WORK:

Each group will select a story/ dialogue from the textbook (class III-V) and decide.

1. How it would be spoken?
2. How could you make it clear that who is speaking?
3. Isolate different sentences for pauses (under-line-them)
4. Identify which words need stresses and give reasons why?

The group leaders will give report.

The RPs/ MTs will discuss the above task and clarify the notions (which the participants have not properly understood).

Subsequently the RPs/ MTs will discuss the following and highlight rising tones in a listening activity. This activity will be done with the help of the text books.

Eg:

He is a boy

statement

Is he a boy

question

Is he the boy

asking for confirmation

More examples will be discussed from the text books.

The trainee will be asked to keep a diary for the accentuated sentences for different meanings/ purposes/ functions.

11. TRANSFORMATION OF SENTENCES III (FUTURE TENSE-MIXED)

OBJECTIVES

At the end of the session the participants will be able to:

- ◆ Identify the sentences with future tense.
- ◆ Transform the future tense sentences to the same form of other tenses.
- ◆ Transform these sentences into negative and interrogative forms.
- ◆ Transform the future tense sentences to other forms of the same (future) tense.
- ◆ Teach transformation of future tense to the students.

Group Activity

The MTs will deliver the worksheet to the participants (Excerpt: My English Book 5, Unit 5.3, page No.72).

Aziz: What will you do in the holidays?

Masood: I'll go to Moenjo Daro with my brother for a few days.

A: That sounds fun! How will you go?

M: We'll take the Bolan mail on Thursday night. We'll reach Moenjo Daro station in the morning.

A: will you hire a guide?

M: No, no! my uncle will meet us at the railway station.

The pairs will be student A and students B (A as Aziz and B as Masood)

They will silently read their parts and will almost internalize them.

However, they will speak out their role (A and B) while reading from the worksheet Page. Some distance in the pairs will be kept. (It is advised that this pair activity is arranged outside the classroom in a big hall or play ground, etc).

The MTs will monitor the pairs activity and watch for accent, intonation and accuracy of sentences in the dialogue.

Group Activity.

There will be the groups of three participants each. They will transform the worksheet into the past tense.

The group leaders of the teams will read the transformed script in the whole class session.

The MTs will monitor the feed back reports. Observations of the participants may also be welcomed during the feed back session.

Individual task –I

The participants will get the following worksheet. They will transform the statements into interrogatives and interrogative into the statement sentences.

1. Ali will go to Karachi. _____?
2. She will read the whole book. _____?
3. Will you give me your pen? _____?
4. Will they learn to Speak English? _____?
5. All Students will go to Picnic tomorrow. _____?
6. Jamil will work hard next year. _____?
7. Will he learn English in few months? _____?

Some participants will be invited by the MT to read out their filled in worksheets.

The MT will correct, if any errors, with the help of the participants.

Individual Task.

The worksheet will be given to all the participants. They will change all the sentences into the future form.

1. He lives in a village.

2. It was a big city many years ago.

3. Ali flew the red kite.

4. He is a pilot and flies aero planes.

5. Doctors gave medicines to the patients.

6. Ali is playing with a ball.

7. The duck is swimming in the pond.

8. The crow is sitting on the wall.

9. Where do you live?

10. Seema is the monitor of the class

MTs input/ class activity

The MTs will give a handout from 'My English Book 5, unit 5.3, Page 73, to all the participants. They will then work in the pairs. A will ask B, B will answer.

Train	Time	Place	Time	Place
Chenab Express	07:30 a.m	Karachi	08:10 a.m	Sargodha
Shalimar Express	09:15 a.m	Hyderabad	11:45 p.m	Lahore
Tezgam	11:45 a.m	Rohri	06:50 p.m	Rawalpindi
Bolan Mail	12:50 a.m	Jacobabad	08:35 p.m	Quetta

A. When will _____ leave Karachi.

B. It will leave _____ at _____ a.m/ p.m

The A and B in all pairs will exchange roles after completing (asking/ answering).

Individual Task

All the participants will get a worksheet (adopted from My English Book 5, Unit-5.2, Page 70). They will change/ transform all the sentences, except No.1 and No.10, into future tense.

1. Shaista day dreamed that she could fly like the birds.

2. They tied the basket to the balloon.

3. So they called all their friends to help them.

4. They lit a fire which filled the balloon with hot air.

5. They started falling down and down until they landed on their uncle's hay stack.

6. So Saleem and Shaista were the only children in that village who ever flew with the birds.

7. Shaista said, 'lets finds our friends and make a flying machine'.

8. The balloon grew huge and round and gently it lifted up the basket.

9. They cut the plastic bags into the special shapes.

10. Suddenly some one called her and she roused from her day dreaming

12. METHODS OF TEACHING ENGLISH

OBJECTIVES:

The Participants will be able to:

1. Tell difference between method and technique
2. List some methods
3. Tell the principles of communicative/ functional method.

UNIT: The RP will discuss the following issues:

- ◆ What is a method?
- ◆ Purpose of methods/ and techniques (why we use them?).
- ◆ Behaviours/ mental approaches in the English language teaching methodology.
- ◆ Short review of some methods.
(translation/ structural/ audio lingual).
- ◆ Short discussion on communicative/ functional method.
 - a) What it is ?
 - b) Why it is different?
 - c) What is involved in this method?
- ◆ Motivation, objectives, need for expression, choice of how/ what?
Variety of purposes. form for each function, etc.
 - d) Working on all the four skills from beginning.
- ◆ What are the functions served by the use of language: list of functions.
- ◆ Asking, informing, agreeing, disagreeing, requesting, obeying, stressing, confirming, rejecting, arguing, ensuring, apologizing, begging thanking, scolding, criticizing etc.

GROUP WORK:

Each group will select/ prepare a list of structures from the textbook (class I-V) and identify the functions of that sentence:

Eg:

He lives in Hyderabad.	(Inform/ tell)
Can you give me the pen?	(Asking for)
The group leaders will present reports.	
The RPs/ MTs will give the comments.	

The RPs will discuss some techniques used for teaching through the communicative approach: question, answer, stating, role play, dramatization, cloze, running dictation, using washing line, creating gaps in conversations, etc.

Finally, he will inform that the communication approach enables the learner to develop communicative competence in all four skills, this means that:

- ◆ He should be able to use the English language effectively.
- ◆ Meaning is of central importance
- ◆ Systematic attention is paid to functions
- ◆ Dialogues are used but not memorized
- ◆ Drilling and any other device helping the learner to communicate is acceptable.
- ◆ Where necessary, mother tongue and translation is used but sparingly
- ◆ Teachers role is not authoritative but that of a guide, a counselor, and a facilitator.

13. TEACHING ENGLISH THROUGH COMMUNICATIVE APPROACH

This session should be started in an interesting manner. The Master Trainer (MT) May use her own imagination to start with and proceed, but some advisable points are discussed as follows:

- ◆ Start some short conversation with the trainees on weather/ liking-dis-liking/ colours of clothes/ our village life, etc. This conversation should not go beyond 4/5 short exchanges:

Eg:-

- ◆ Your shirt is beautiful. Where did you buy it?
 - ◆ Karachi/ Sukkur, etc.
 - ◆ Were there other colours too?
 - ◆ Yes/ not many, etc.
 - ◆ Next time, please fetch me one in blue colour?
- Ok, then give money before I go there etc. (The conversation can be shorter)

Then, display a chart so that all the trainees may read:

WEATHER

We mostly have hot weather. It also rains very little. Sun shines brightly. Villagers mostly do not go out in the noon hours, etc.

When it is read by every one then ask them:

- ◆ Which activity did you like more, first or the second?
(Hopefully every one will say No.1)
- ◆ Why was it more interesting?
(because it was participatory/ we could exchange ideas/ it was about clothes, colours, etc).

The MTs will highlight that there was an act of active communication in the first activity. But there was dull / un-participatory information in the second activity.

The actions/ activities in which we participate are always more interesting. We call them “Communicative”.

An interaction is more communicative when:

- ◆ We need it (it meets our needs)
- ◆ We participate in it.

- ◆ It involves an interaction of information/ ideas between two or more people.
- ◆ It concentrates on a relevant/ interesting topic.
- ◆ We understand the language/ idea/ sense.
- ◆ A gap of information is created and then needed response is made available.

Because of the above characteristics the communicative activities, in language, are mostly functional in nature. Each communication tends to fulfill some function, such as:

- ◆ Ask
- ◆ Inform
- ◆ Answer
- ◆ Confirm
- ◆ Refuse
- ◆ Negate
- ◆ Apologize
- ◆ Obey
- ◆ Criticize, etc

Then the Master Trainer will distribute the blank flash cards/ worksheet to the participants, one to each. The teachers will write the names of the functions (Preferably, now from the memory). Next, they will also be given any one book, each from class I-V. They will identify one or more functions. The grid/ worksheet for this task will be as under:

Example:

S.No.	Structure/ Sentence	Function addressed	Remain (if any)
01.	I have a Parrot	Informing	Class V Page 20
02.	I love the shining buttons on my coat	Show appreciation/ liking	Class V Page 64
03	What do you say	Asking	Class II Page 42

Worksheet for the Trainees

S.No.	Structure/ Sentence	Function addressed	Text Book Class Page No
01.			Class I Page _____
02.			Class II Page _____
03.			Class III Page _____
04.			Class IV Page _____
05.			Class V Page _____

The above activity will help in the understanding of the concept of communication through the use of functions.

The Master Trainers will highlight the performance of the trainees by expressing his satisfaction over the worksheets filled by some participants.

Group Activity:

There will be the groups of the trainees (5 each). Each group will select a reading comprehension lesson from any one book (Book3- Book4) and then discuss five or six sentence in the book and write the functions performed by each sentence. Then the groups will identify at least 1 to 2 other forms/ structures to perform the same purpose or function.

(Note: There will be not more than 10 sentences)

The work sheet will be provided to each group.

Group No: _____		Name of group leader _____	
Book for class _____		Page Nos: _____	
Total number of sentences _____			
<u>Sentence from Text Book</u>	<u>Sentence proposed by the group</u>	<u>Functions</u>	
1. _____	_____	_____	
2. _____	_____	_____	
3. _____	_____	_____	
4. _____	_____	_____	
5. _____	_____	_____	

At the end of this activity the MTs will collect all the worksheets from groups. She'll review them and then handover back to the group leaders. The group leaders will finally provide the feed back to the whole class session.

The MTs will then give general remarks and comments on the activity done by all the groups. Finally the MTs will conclude the session by asking the trainees whether they have any observation or queries pertaining to the concept of communication/ functions in the field of teaching of English?

The Master Trainer will inform the trainees that in the process of communication we make use of a variety of structures for achieving the same purpose or function. Suppose I want to ask many types of questions in different forms. Although the function/ purpose would be the same.

- e.g.
1. What time is it?
 2. Would you mind telling me the time please?
 3. Can you tell me the time?
 4. May I know what time is it?
 5. How about the time please?
 6. Just, would you tell me the time?

The MT will also inform that while using the communicative approach in language teaching, we emphasize more on the purpose/ function of the language rather than its form. Form is more important in the traditional method of teaching. When we emphasize the form through the traditional approaches, we always put the obstacles before the learners to use only the specific structure which have been taught to them. But in communicative approach, children have a free choice of language selection. They should be encouraged to develop some mastery over the use of different forms of language would, serve the identical purpose, attitudes, motives etc.

14. THE VARIETY OF IN THE FUNCTIONAL STRUCTURES

- 1 The Master Trainers (MTs) will capitalize on the previous session (the communication Approach) he/ she will begin his/ her session by putting the questions. Such as:
 - 1 (a) Do you agree that the communication approach is more interactive then method through which you were taught in the primary school?
 - 1 (b) What is the very special about this approach (Which need to be highlighted in more details. (Interaction/conversation/functions)
2. Good, do you think that we should try to understand the concept of functions in our class room situations?
 1. I would like to eat an apple.
 2. You have done a good work
 3. Where can we find Amna
 4. No, I do not have a pen
 5. No, not in class III, I am in class IV.
- 2 (a) MT will then write five (any five) sentences which the trainees may find interesting (We can also invite trainees to suggest)
- 2 (b) Each trainee would be asked to write this information, in the blank spaces given in the cards.
 1. ----- (function preformed by the sentence).
 2. ----- (Type of the sentence: statement. negation. appreciation/encouragement .confirmation etc.

The Most of the trainees may not be able to supply the required information on the second part. Then they may be helped by explaining to in the language the teachers speak (Urdu/Sindhi)..
- 4 The MT will give a short talk that how the sentences/ purposes (of spcch) change from one form of sentences to the other. This time she will concentrate only on three forms (i.e statement, question and negative).
- 3(a) He/ She (the MTs) will work on the same sentences. This time she will hand over a work sheet to them and she will explain that each given statement will then be transformed in two other types. The space for each sentence is available on the sheet.

Sr.No	Statement	Negative	Question
1.	I'd like to eat an apple.	-----	-----
2.	You have done a good work.	-----	-----
3.		-----	Where can we fund amna ?
4.		No I don't have a pen	-----
5.	I am in class IV	-----	-----

- 5 The MTs will assign group tasks to the trainees. This time the text book of English (class I –V) will be used. Each group will work on any one class (I-V). They will identify any ten sentences.
They will prepare A “grid” for their task.
1. The sentence from the text book.
 2. Any three sent, from the group, which will give the same meaning but their sentences will be based on the structures. 4 Change these structures to question forms.
Change these structures to any other tense of the same (Present perfect / past perfect).
The group leaders will provide the feed back at the end of the group work.
The MTs will give her comments and observations on the group activity performed by the readers.
She will deliver 5 to 10 minute instruction on the importance of helping the participants to be familiar with the idea of creating more and more sentences and be fluent with the language. They should use new forms of language with some confidence and accuracy . This must be emphasised that fluency of the learners should be addressed more seriously then the accuracy. The practice on accuracy should be provided after some appropriate level of fluency has been achieved by the students.
The trs should always remember that the St. are to be encouraged to experiment with the language by experimenting with the new forms of language and expressing the same during their conversation with others.

15. HOW TO START TEACHING OF SPEAKING

OBJECTIVES:

After this session the participants will be able to:

1. Define the activity of speaking and its importance.
2. Tell the major techniques of teaching speaking.
3. Use textbooks effectively for teaching speaking skill.

UNIT: In communicative approach the teaching of the skill of speaking holds much-importance. It involves that:

1. Learner should be able to listen with accuracy.
2. Learner should have considerable mastery over the pronunciation, accent and intonation patterns.
3. Learner should be clear about the purpose for his speaking and the message that he would convey.
4. Adequate time may be available for the speaker (learner) to think that what he would speak.

In consideration to the above points the teaching of speaking should address the following:

- ◆ Learn/ teach the basic skill of pronouncing the words.
- ◆ Learn/ teach the basic skill of accent and intonation.
- ◆ Extensive practice may be provided to the learners through drills, role plays, dialogues, classroom discussion.
- ◆ Short sentences may be given to the learners to say in natural tones.
- ◆ The text books material may be used to make the speaking skill prominently clear and useful.
- ◆ Reading aloud should be copiously allowed in natural speaking tone.

GROUP WORK:

The participants will sit in the groups of 3-4. They will take the books of English (Class I-V) for each group. They will select any one passage/dialogue/conversation from the textbook and prepare the strategy for teaching the speaking skill. The stage will be as follows:

1. Warming up
2. Developing teaching activities
3. Consolidation of learning
4. Evaluation

The group leaders will give the feed back at the end of the exercise/ group activity.

The RPs/ MTs will give the concluding remarks.

The teaching of speaking should be duly addressed through the following:

- ◆ Teachers should be trained intensively.
- ◆ Teachers should be model for teaching speaking skills.
- ◆ Adequate material be provided in schools for helping students to develop the speaking skill (such as; tape-recorders, audio cassettes, radio sets, picture charts, dialogue books, story books, etc.)

Speaking skill may be addressed in isolation as well as in integration with other language skills. But in terms of both, the extensive practice of the language patterns is necessary in a variety of situations. The use of spoken language demands that the children may be exposed to the use of different forms of language to convey the same idea in different situations preferably with different shades of the information/ message.

There are various techniques of teaching spoken form of language, such as; picture, reading, reproducing/ speaking out the dialogues (from the printed page) in a natural tone creating two to four utterance dialogues on the familiar situations and speaking them out in pairs/ small groups, use of language games for teaching speaking skill, recording a message on the tape recorder/ listening to it and then recording the same message in a different form (other structure/ s) but giving the same meaning, etc.

At the higher classes (class IV and V), the students may go through some text book material (eg; story, description, narrative, etc) and then speak it out in their own way/ language form by trying not to destroy the real purpose, message, meaning of that text.

In fact, the most important thing for learning to speak is the activity of intensive listening. If the children are not adequately exposed to listening (preferably. Listening to the teacher/ model) activity then their speaking will not develop. Hence every care may be taken that the speaking skill may be developed along side that of the listening skill.

Pair Activity:

The Pairs will prepare some dialogues, preferably from the textbook concepts, then they will perform these dialogues in the class.

16. HOW TO TEACH SPEAKING I.

OBJECTIVES:

After the completion of this session the participants will be able to:

1. Define the skill of speaking.
2. Tell that what should the speaking aim at.
3. Tell what is involved in the process of speaking.
4. Discuss the issues of teaching speaking at primary school level.

UNIT:

Speaking is a vital language skill. The basic component of language starts with the skills of listening and speaking. The first one is receptive, while the other (speaking) is a productive/ active skill. The teaching of speaking at primary school level aims at:

- ◆ Fluency through communication practices
- ◆ Language use in natural order
- ◆ Mastery of the language/ grammatical Patterns through speech
- ◆ Mastery of vocabulary and structures as proposed in the curriculum.

In view of the above order the following issues need to be addressed:

- | | | |
|----|---|---------|
| a) | Definition and nature of speaking | (What?) |
| b) | Why do we need to speak? | (Why?) |
| c) | How can we teach our students to speak? | (How?) |

The above mentioned 3 paradigms will be discussed by the RPs/ MTs in sufficient details.

GROUP WORK:

Each group of 4 to 5 participants will discuss as follows:

Group-1: Prepare a list of the objectives (functions, etc) that why do we need to speak/ communicate with others? Give at least 10 functions use the text books for help.

Group-2: What is Speaking? Give at least 10 assumptions. The ideas discussed by RPs/ MTs can also be used.

Group-3: Suggest at least 8 ways (in short) through which we can teach English speaking skill in primary classes.

The RPs/ MTs will provide help in thinking. Ideas.

The group leaders will provide feed back at the end.

The RPs/ MTs will discuss the following activities:

- ◆ Put the learner in listening situation and then implicitly demand from him to respond.
- ◆ Create a message for the learner to communicate.
- ◆ Provide support for inference of meaning.
- ◆ Select message which may be interesting.
- ◆ Lower the anxiety situation while one wants to speak.

The above situations may be created carefully. It may be the prime purpose, in the mind of the teacher, that in all circumstances the real language in created/ developed- no doubt not with a target of perfection at the beginning. The perfection can never be achieved at random. It takes time and exposure to the use of language in a variety of situations. There should be no compulsion for the child to respond. Response and child participation should be left to the children. However discreet measures may be taken that the children listen to the real language with interest; based on their needs. The teachers should study and observe that the language structures that they want to emphasize may be selective in the beginning so that children learn/ use them without any form of anxiety. Interest of children should always be kept in mind. Though gradually the element of interest may be reduced.

The use of listening games (through use of pictures, mimicry practices, flash cards, running dictations, obeying simple vocal instructions, etc) have been used, with success, by the teachers of English. The teachers can be their own, well thought out, techniques but in all circumstances it must be kept in mind that the listening activity should be repetition cum variety oriented.

17. TEACHING OF SPEAKING II

OBJECTIVES:

After this session, the trainees will be able to:-

1. Tell the significant techniques for teaching speaking.
 2. Identify areas in the text books which can be used for teaching speaking.
 3. Discuss the techniques for teaching conversation.
-

The MTs will help trainees/ participants to revisit the ideas on communication purposes of using the language. Then he/ she will invite them to give their opinions that what expectations do they have from the students to be able to speak English with some confidence?

The MTs will consolidate the views of the trainees and the summary may possibly take the following form:

- Learners should be able to listen with care and attention.
- They should have considerable mastery over the pronunciation, accent and intonation.
- They should be able to put words in proper order while speaking their ideas, etc.

(Speaking)

- They should be clear about the purpose of their speaking and clearly know that what message they have to get across to others, etc.
- The MT, on the basis of the above discussion, will distribute the flash cards to the participants with the following inscriptions:

Learn/ teach the basic skill of pronouncing the words.

Learn/ teach the basic skill of using accent and intonation.

Provide extensive practice of speaking to the students.

Involve the students in the tasks, such as pattern drills, role play, dialogues, class-room discussions, etc.

Learners may speak short sentences (from text books) in natural tones.

Stories and descriptions in the textbooks may be used for retelling by students in natural order.

Individual Task

Each student will select any one flash card and then give his/ her comments on the idea. He/ She will write that how that idea can be practiced in the class room teaching. (Note: The MT will ensure that have been selected. It does not matter if one particular idea is being worked upon by more trainees).

AT the end all the participants will read their comments.
The MTs will finally give his/ her comments.

Group Work

The group activity will commence. Each group will get a Text Book (Class I-V). Any one passage will be selected by the group. They will suggest an strategy for addressing that passage for teaching speaking.

The areas for working by each group will be prescribed by the MTs, as follows:

- (1) Warming up (for speaking activity)
- (2) Development of Teaching activities.
- (3) Consolidation of the learning.
- (4) Evaluation.

(Note: The MTs will constantly work with the groups and explain to them the concepts of warming up, development of the activities, consolidation and evaluation)

The MTs may also display

Warming up: start with any language activity that may rouse interest/attention/ participants inspiration, etc.

Development of activities: The activities (1,2,3,4 etc) that would help students in learning the actual task (involvement):

Consolidation: any single activity/ behaviour that would sum up all the activities and help learners revisit all the ideas covered during the development stage.

Evaluation: Some instant questions (Objective or short answers) which may help confirm the level of learning achieved.

back. At the end of the activity (group task) the group leaders will provide feed

The MTs will offer comments/ views.

MTs will display a chart for teaching speaking.

- Teachers should be trained intensively.
- Teachers should be the model.
- Adequate material for teaching speaking skill should be provided to the schools and ensured that it is used by teachers.
- Help students use English with variety.

above ideas. At the end, if the trainees are anxious then the MTs may elaborate on

The MTs can help trainees to guide the teachers.

1. Develop simple mini dialogues that may be interesting for children.
2. Prepare substitution drills.
3. Develop listening comprehension exercises and then the speaking part may be performed by the children.
4. prepare cloze exercises for speaking activity.
5. Prepare language games for the class/ groups.
6. Prepare/ use picture link activities and let the children speak the ideas.
7. Develop activity on correction of the incorrect statements, etc.

18. TEACHING SPEAKING THROUGH CONVERSATION

OBJECTIVES:

After this session the participants will be able to:

1. Understand the nature and purpose of speaking and conversation.
2. Discuss the techniques of teaching conversation.

UNIT: The beginners of the learning of English language should be able to understand and respond to classroom language of the teacher accompanied with gestures: eg; “stand up please”, “sit down”, “would you....” “could you.....”, etc.

- ◆ Teacher should develop simple mini dialogues (relevant to the level of pupils).
- ◆ Substitution drills can also help.
- ◆ Listening comprehension programmes are the essential need/ pre-requisite for teaching speaking for conversation.

The following activities can generally be helpful:

- a) A close exercise
- b) A simple check list
- c) Picture link
- d) Correct/ incorrect statements
- e) Language games, etc.

GROUP ACTIVITY:

Each group of 4 to 5 will work on a book (Class I to V). The groups will do the following:

- a) Select 3 to 5 exercises for teaching speaking skill.
- b) Suggest any other material (charts, pictures, check lists, etc) that would be required.
- c) What approach would you advise for teaching the selected exercises/ concepts.

The feed back from the leaders of group.

The comments of the RPs/ MTs

Teaching of speaking can be gradually increased in terms of its richness, purpose, quantum and difficulty.

The RPs should create a general discussion in the whole group, write the individual responses from the participants that what other material will be required by them to teach the conversation in class, eg:

- ◆ Simple story books
- ◆ Picture books and pictures
- ◆ Wall calendars
- ◆ Tape-recorded material
- ◆ Children's dictionary
- ◆ Etc, etc.

The responses will be written down on the blackboard and finally the RP will create a genuine list with the help of the participants.

19. TEACHING OF PRONUNCIATION

OBJECTIVES:

The participants will be able to:

1. Understand that what is involved in pronunciation
2. Discuss the need and importance of pronunciation
3. Tell the types of sounds and stress in a word/ sentence
4. Tell the teaching implication of the pronunciation

UNIT: The RPs will discuss the following issues:

- ◆ What are the types of sounds? Vowels and consonants
- ◆ What is the mechanism of sound production in English? Bilabial to velar (comments)
- ◆ (**Note:** The mechanism (process) will be discussed with the help of sound charts)
- ◆ Pronunciation is a part of vocal activity in language.
- ◆ What happens when we pronounce a word wrongly?
- ◆ The status of a syllable in a word
- ◆ Where are the stresses in the words?
- ◆ Some silent letters in a word make a difference.
- ◆ The emphasis on pronunciation through Audio-lingual approach
- ◆ The minimal pair exercises (RPs/ MTs will explain)

GROUP ACTIVITY:

Groups of 4/5. will prepare the exercises based on minimal pairs.

The group leaders will provide the feed back
The Master Trainer (MTs) will give comments

The RPs will discuss the points for the improvement of the students pronunciation. The discussion will concentrate on the following points:

- 1- Listen to the spoken language (especially the model).
 - 2- Consult children's dictionary for pronunciation (with the help of the RPs/ teachers).
 - 3- Speak with elders and colleagues in English.
 - 4- Try to use only English in class.
 - 5- Write down classroom commands and then practice saying them fluently.
 - 6- Play dialogues in the classroom with other students.
 - 7- Read the text book lessons aloud in a natural accent and voice.
 - 8- Read simple stories aloud with expression.
- Participants may give more ideas on helping students to improve the pronunciation.

MTs input

Finally the Master Trainers will inform on the following points and discuss in the class:

- ◆ In English, there are 26 letters to stand for 44 sounds.
- ◆ It uses and the shwa sound, which is used for many words which have different spellings
- ◆ Many consonant letters stand for more than one sound
- ◆ Some sounds, particularly the long vowel sounds, are represented by more than one spelling.
- ◆ There are many exceptions in the spelling rules
- ◆ Pronunciations have changed over centuries, but the spellings have not, thus creating many irregularities.

(Note: If there is adequate time, the group discussion may be arranged on some of the above ideas)

20. THE PROCESS OF READING

OBJECTIVES:

The participants will be able to:

1. Define the activity of reading.
2. Discuss the purpose of reading.
3. What are the effective ways of teaching reading?

UNIT:

- ◆ What is reading?
 - ◆ Recognizing words and phrases in English script.
 - ◆ Make predictions and interpret a text.
 - ◆ Retrieving information in a page/ text.
 - ◆ Understand meaning of new/ given words.
 - ◆ Recognize discourse markers.
 - ◆ Reading is treated as a skill and its basic requirements are based on three “Ms”
1. Maturation
 2. Motivation
 3. Meaning

Reading approaches:

1. Phonic approach
2. Whole word reading
3. Reading of small chunks of information.

At the higher stage of English learning (Say: Class IV & V) the following purposes will be necessary to achieve.

- ◆ Understand relations within the sentence and the text
- ◆ Extract specific information for a summary (scanning)
- ◆ Obtain the gist and recognize the organization of ideas within the text (skimming)
- ◆ Understand implied information and attitudes.

GROUP ACTIVITY:

Each group will concentrate on any one text book (class I-V) and discuss:

1. What is the relation of various vocabulary items in a sentence (any five sentences).
2. Select any one lesson and tell that what specific information are available? (any five).
3. Tell the gist of the text (one lesson)
4. Tell the attitudes that can be found in any one lesson (happiness-giving information-advice-instruction-etc).

The group leaders will give reports.
The MTs will give comments.

MTs input

In the light of the above the MT will again explain some examples of skimming and scanning with textbook contents (Passages) to be assigned to the participants as individual task.

21. TEACHING OF READING TO BEGINNERS

OBJECTIVES:

The participants will be able to:

1. Tell the importance of reading
2. Define the process of reading
3. Tell/ discuss the basic features/ principles of reading process
4. Use basic techniques of teaching reading in the classroom

UNIT:

Teaching of reading requires that the teacher must have a clear concept that what is involved in reading and how it takes place. Reading is a process of inferring meaning from a written page.

But a beginner needs help in:

- ◆ Recognizing the symbols printed on the page (alphabet, numbers, etc).
 - ◆ Recognizing the link of these symbols with other symbols in a continuous (word, sentence, etc).
 - ◆ Infer meaning from the connected shape of these symbols. This is a process of the cognitive behaviour.
 - ◆ How to teach reading to the beginners.
- 2) Familiarize the children with printed symbols (alphabet).
 - 3) Use visual aids for associating words with ideas.
 - 4) Use flash cards for teaching.
 - a) Letters
 - b) Words
 - c) Phrases
 - d) Missing letters
 - e) Joining
 - f) Compound words
(an effective technique is the use of the washing line)
 4. Give children a lot of model reading.
 5. Give children exercises of sentences making and transforming sentences.
 6. Give them small reading passages (level of learners) and then ask them questions when they have finished reading).

Before starting to teach reading keep the following points in mind:

1. Decide the objectives for teaching.
2. Decide what material you will use.
3. Decide the method/ techniques and the process of teaching.
4. Decide the total number of activities and the order of these activities.
5. Decide how will you finalize how much the students have learned/ changed.

Group Activity

Each group of 4-5 will sit/ work on a separate textbook (class I-II only). They will prepare plans of teaching reading any one language concept, by working on the above principles. Finally, they will also suggest some ideas/ techniques for assessment of the reading activity at the initial level (class-I)

22. TEACHING OF VOCABULARY AND DICTIONARY SKILLS.

OBJECTIVES:

At the end of the session the trainers will be able to:

- ◆ Define the term/ word vocabulary.
- ◆ Tell the types of vocabulary, content words, 'structure' words.
- ◆ Discuss the importance of the vocabulary in the development of a language process (English).
- ◆ Develop some exercises for teaching vocabulary in the class room.

Introduction by Master Trainers 40.

The Master Trainer will highlight on the following notions:

1. Importance of vocabulary.
2. How much of the vocabulary should be taught in one sitting (Period)
3. How the text book can help us to teach for vocabulary, etc.

He/ She will then give one flash card to each participant:

T	H	A	W	C	-	-	-	-	-
---	---	---	---	---	---	---	---	---	---

He/ She will use six other cards/ words but the total number of cards may be adequate enough for every one in the whole class.

The participants will be asked to change the order of the words and rewrite in the blank spaces (The correct word).

In case of card No. 1 the correct word is

W	A	T	C	H
---	---	---	---	---

When every one has written the correct word then the Master

Trainer will ask:

- ◆ What do you find in each small box? (A Letter)
- ◆ What is given in a full box? (A Word)
- ◆ What is the importance of one isolated word?
(It may give some idea/ name of some object, etc. It rarely communicates a full sense of what we want to narrate to others)

Result: The importance of a word generally lies in a full sentence. A word is meaningful and communicative in a context. A word in a context is called a 'vocabulary item'.

He/ She will inform that a vocabulary item may be:

- 1). Content word (book, Good, Try, Eat)
- 2). Structure word (in, or, and, if, text is, etc)

What is the difference between the two types of vocabulary items? She will highlight that the structure words are comparatively much smaller in number but they have a greater occurrence in the language process. She will cite an example.

I go to school every day.

Pair activity

Each pair will be assigned to select any single passage from the text book class 4 or 5, English then scan through the content and inform on the following.

- 1). Total number of the vocabulary items _____.
- 2). Total number of the content words _____.
- 3). Total number of the structure words _____.

After this, to get an idea from them, they may answer the following question.

According to you, which type of the vocabulary items do you think are more important and why? _____.

The Master Trainers inform that both type of items are equally important. However in case of the structure words it is difficult, most often, to find any equivalent (Synonym) word. While there is a large variety of content words which can generally provide a substitute.

Example: An elephant is a big animal
An elephant is a large animal
An elephant is a tall animal etc.

In the same way, the word elephant can also be replaced, but we cannot replace the structure word is, without the concept of the sentence.

Individual Task I

The Master Trainers will display a chart of the scrambled words and then the corrected form (My English Book 3, Page 5)

N	L	G	O
---	---	---	---

I	G	B
---	---	---

T	W	E	S	C
---	---	---	---	---

E	S	P	M	L	I
---	---	---	---	---	---

L	O	N	G
---	---	---	---

--	--	--

--	--	--	--	--

--	--	--	--	--

When the pairs will complete the above task the Master Trainers will assign them another task.

Pair task II

Each pair, of participants will work on any one text book (Class I to V), then they will select any ten vocabulary items (All from the pattern of the previous task performed by them).

The pairs will then exchange their performance with other pairs. Finally some of them may be called by the master trainers to report their work in the full class session.

Finally the Master Trainer will give her comments.

Master Trainers input

The Master Trainer will inform that there are a number of techniques through which we can help students develop/ improve the vocabulary. He will specifically emphasize that teaching of vocabulary can be effectively achieved through the use of dictionary he will then display a chart highlighting the following notions.

- Develop the sense of the letter order in word.
- Identify the grammatical features of word (Noun, verb, objective).
- Find out synonyms of a word.
- Find out antonyms of a word.
- Find out pronunciation of a word.
- Know different inflections a words may have (Note; There are number of ideas which the students of class I to III may not be able to follow. Hence it can be useful idea that the use of dictionary may be introduced at the end of class III, and then it may be fully utilized during class IV and V. Hence, the students may be encouraged to use a junior or children Dictionary).

Pair Activity

The pairs will be provided a list of tasks through a flash card

1. Prepare a list of 20 words from the text books (Class III to V)
2. Arrange the words in the alphabetical order (as in a dictionary)
3. Explain that what techniques you will use to teach these vocabulary items in your class mention any two techniques.

At the end of this activity some pairs may provide feed back on their tasks. The Master Trainers will finally give their comments.

Master Trainers input

The Master Trainers will inform that the vocabulary, for each individual, may be of two types: Active vocabulary, and passive vocabulary.

The active vocabulary is the range of words which can be conveniently recalled by a person and used immediately while talking to some one or doing a writing task.

The passive vocabulary is the range of words which are recognized, and the meanings are understood when some other person speaks those words or we read them in a book, etc.

Activity the master trainers will create a talking session in the class. He/ She will ask two or three participants to give a one minute talk on (Say) any one of the following topics.

1. Importance of living a healthy life
2. Benefits of waking up early in morning
3. Some good values of your village, etc.

The class will note the vocabulary/ words used by the speakers during the talk. When all the three individuals will have completed the talk, then the master trainers will ask some other participants to read the list of words used by the speakers (each Speakers list may be read separately) The master trainers will inform that these lists contain the words which belong to the active memory of the speakers.

Activity II, The Master Trainer will display a chart of the vocabulary items, ask the students to (1) Tell the meanings of these words, or (2) use them in your own sentences. The following words may be given:

- | | |
|--------------|----------------------------|
| 1. Windy | (Text Book Class V) P 80 |
| 2. Balloon | (Text Book Class V) P 80 |
| 3. Loose | (Text Book Class V) P 80 |
| 4. Frosty | (Text Book Class V) P 80 |
| 5. Chasing | (Text Book Class V) P 80 |
| 6. Still | (Text Book Class V) P 80 |
| 7. Sailing | (Text Book Class V) P 80 |
| 8. Empty | (Text Book Class V) P 74 |
| 9. Collapsed | (Text Book Class V) P 69 |

After the activity, the master trainer will inform that there were (hopefully) three types of vocabulary items.

- 1) Those which were immediately responded by the participants (Active vocabulary)
- 2) Those which were not immediately responded but were vaguely recognized after some concentration (Passive vocabulary)
- 3) Those which could not be recollected by the students (new vocabulary)

Master Trainers Input

Finally the Master Trainers will highlight the importance of the vocabulary (Revisit some interesting techniques for teaching in the class room).

- 1) Vocabulary games
 - a) Describing an object, but not mentioning its name finally asking “What is it?”
 - b) One student tell a word starting with the ending letter of previous word.
 - c) Decode the scrambled letters of a word.
 - d) Cross word puzzles.

The Master Trainers will give short descriptions of the above techniques. She will conduct a practicum on above techniques in the next session.

23.

WHAT DO WE EXPECT FROM CHILDREN WHEN THEY READ THE TEXT MATERIAL?

OBJECTIVES:

The participants will be able to:

1. Explain that what is the reading skill?
2. Tell the general objectives of reading.
3. Discuss that how the reading process is helpful in achieving other skills?
4. Use the text book for teaching language concepts as desired.

UNIT:

The main targets for teaching to read is to help students to:

- ◆ Get new information.
- ◆ Increase the bulk of knowledge.
- ◆ Take pleasure from reading.
- ◆ Improve personal behaviour.
- ◆ Participate in the conversation/ communicative activities.
- ◆ Etc.

The text books help children to get themselves more familiar with:

- ◆ Vocabulary
- ◆ Sentence structures
- ◆ Sentence markers
- ◆ More types of sentence for the same meaning/ message
- ◆ More ideas
- ◆ Association of pictures with words and meanings.
- ◆ Questions of different grammar value.

GROUP ACTIVITY:

The participants will sit in groups of 4 or 5. Each group will work on any one book of class I-V. They will identify the elements for reading activity with examples. They will also prepare samples of charts pertaining to the activity.

Group reports will be given by the leaders. The RPs/ MTs will deliver the comments.

The RPs/ MTs will inform that Reading activity is a nucleus activity. It is best taught when the other language skills are also used/ added with it.

Reading skill is also more close to the assessment practices of the language learning area. The students can mainly be assessed when they would be exposed to reading activity (text book). The more the reading the better the ability to face tests/ assessment tasks. The students can be more confident in:

- ◆ Answering objective type items (MCQ, Column matching and simple recall).
- ◆ Answering short and long answer questions
- ◆ Take oral examination with confidence.
- ◆ Excel in the performance of other subjects at primary/ middle school and further levels.

A PANEL SESSION:

Participants will discuss with the RPs/ MTs on the above mentioned views/ ideas.

24. THE UPPER AND LOWER CASE LETTERS AND HOW TO TEACH THE WRITING?

OBJECTIVES:

1. Tell the types of beginning writing.
2. Differentiate between upper and lower cases of writing
3. Discuss the techniques of teaching writing.

UNIT:

The RPs/ MTs will discuss the following issues:

- ◆ Specialty and uniqueness of individual hand writing
- ◆ Written expression through which we communicate
- ◆ The message is worthless if it cannot be read
- ◆ Success in hand writing requires consistent daily practice and learning by imitation
- ◆ The logical starting point for writing is printing.

The following points need consideration:-

- ◆ Manuscript letters are composed of straight lines, circles and parts of circles.
- ◆ Capitals and tall letters are twice the size of small letters (with the exception of letter 't').
- ◆ The beginning vertical and starting lines are made from the top to the downward.
- ◆ As much as possible a letter should be made with a single stroke- the lower case exceptions are 'f', 'i', 'j', 'k', 't' and 'y'.
- ◆ In the lower case letters there are:
 - a) Down curve or oval letters; a d g c
 - b) Under curve letters; l, u, s, etc.
 - c) (Participants can tell more)
 - d) Over curve letters, eg: m, n, v, y etc.

GROUP WORK:

Each group will consider the ideas/ suggestions for teaching lower and upper case writing.

- Group-1** (Class I) What will you suggest to teach the writing of lower and upper case letters?
- Group-2** (Class II) What will you suggest to teach lower and upper case letters in simple sentences?

- Group-3** (Class III) What will you suggest to teach alphabet letters in question structures?
- Group-4** (Class IV) What will you suggest to teach continued emphasis on capitals (upper case letters) and punctuations?
- Group-5** (Class V) What would you suggest to teach (writing of) continued emphasis on capitals and punctuation in longer and complex sentences?

The group leaders will give the feed back.

The RPs/ MTs will give comments.

The RPs will highlight that teaching basic skills of writing is a break through for the child to go smoothly up the ladders of education.

25. TEACHING OF CONTROLLED WRITING

OBJECTIVES:

The participants will:

1. Define the term writing.
2. Differentiate between controlled and guided writing.
3. Tell the order and process of controlled writing.
4. Tell the techniques/ methods for teaching controlled writing.

UNIT:

Writing is important. Most people think it is the most difficult of other skills why?

What does writing (Physical aspect) involve?

It is a productive skill How?

In teaching writing following ideas are involved.

- ◆ Teacher should be a good model.
 - ◆ Teacher should know the order of sub-skills.
- a) Control of finger muscles.
 - b) Proper movement of the wrist and draw shapes.
 - c) Movement of print (activity) in proper manner.
 - d) Linking the letters to make words and then sentences.
 - e) Proper use of punctuation marks, capital letters and the spaces.
 - f) Etc. (writing letters in air/ on sand, etc).

It is essential that the practice and patience is very important in teaching the controlled (also the beginning of) writing.

GROUP WORK/ ACTIVITY:

The participants will go in groups of 4 to 5 each. They will prepare a list of the activities that could be done in order to teach children the early/ beginning of the writing. The groups will suggest that how these activities can be organized.

Group leaders will give the feed back of the group activity.

The RPs/ MTs will give comments.

The RPs/ MTs will hang a chart of the beginning writing skills; the lines, the loops, the circles and the semicircles for writing of small and capital letters. The arrows will be highlighted to facilitate the direction of wrist and hand movements.

The participants will be told other sub-activities for controlled writing:

1. Filling the dotted lines of letters and word.
2. Copying of the letters, words and sentences.
3. Writing the missing letters in the words.
4. Filling in the missing words in a sentence already mastered, etc.

The MTs will ensure that the above points have been clearly understood by the participants, and in cases of some participants the MTs will ask them to practically demonstrate the skill of writing according to the above mentioned instructions/ proposed sub-activities.

OBJECTIVES:

At the end of the session:

- ◆ Participants will discuss the importance of the testing.
- ◆ They will know the principles of good testing.
- ◆ They will suggest the right type items for testing a skill.

UNIT:

Testing is the last component in the hierarchy of the teaching steps, but it is immensely important for effective teaching. Testing/ assessment is generally associated with either formative evaluation or summative evaluation:

The RP then discuss:

- ◆ What are the connotations of the two terms mentioned above (i.e formative and summative evaluation).
- ◆ What are the components/ vehicles for implementing each type of evaluation; objective testing, subjective testing (evaluation).
- ◆ The objective testing is considered as the modern/ recent approach because of its merits.
- ◆ What are its merits?
- ◆ How/ in what way the objective testing in the area of ELT is different from the testing in other subjects (non language subjects)?
- ◆ What are the different types of the objective tests (MCQ, simple recall, column matching etc.) and what are the principles rules for preparing them?
- ◆ Whole group discussion on each of the above type of items will be conducted.

GROUP DISCUSSION:

Each group will consist of 4-5 participants. The text book of the relevant level (class I-V) will be provided to the group. The group will prepare a test on a topic/ unit as selected with concern. The principles/ rules of test construction already discussed will be considered and the items will be prepared on following scheme: MCQ 2 items, simple recall (True/ false) 5 items, column matching 5 items, filling in the blanks 5 items. Short answers 2 items.

The feed back of the group activity will be presented by the group leaders.

The detailed discussion on each group activity will be held under the supervision RPs/ MTs.

The RPs will explain the importance of good test items. These items or test modules can also help the teachers in good teaching.

The principles of testing need to be understood by each and every teacher of English. A bad test can also give negative effects. Hence every teacher must be careful about it.

OBJECTIVES:

1. Differentiate between two types of writing.
2. Tell the techniques/ strategies for teaching of guided/ free writing.

UNIT:

The RPs/ MTs will discuss the following issues:

- ◆ The basic concept of guided and free writing.
- ◆ How are they different from the controlled/ copying activities?
- ◆ What is the writing with interest and writing with creativity?
- ◆ The teaching strategies for teaching guided and free/ creative writing.
- ◆ Why does the writing activity generally come last in the paradigm of the language skills? (Participants' comments can be very useful on this point).
- ◆ Generally the guided writing is started with personal questions/ information (discussion will be required).
- ◆ Pattern practice drills for teaching guided writing.

GROUP WRITING:

Each group with any one book (I-V) will work on pattern practice drills (and develop at least one such drill) and then work on using that drill with a variety.

Comments of the RPs/ MTs will follow. He/ She will also discuss:

- ◆ The free writing is more creative and liberal in terms of children textual learning.
- ◆ Listening activity should precede the writing activity.

The students can write the same information with a variety and creativity.

1. Learners should listen and then write.
2. Learners should see and then write.

The above axioms for teaching the activity of free writing (at primary school level) need to be elaborated by the RPs/ MTs in the whole class discussion.

28. CLASSROOM MANAGEMENT FOR ENGLISH LANGUAGE TEACHING

OBJECTIVES:

After the session the participant will be able to:

1. Understand the importance of classroom management.
2. Discuss the proper approach for the effective classroom teaching/ learning.
3. Tell that, for every language skill teaching, a different classroom situation will be required.

UNIT:

The RPs/ MTs will discuss the following points:

- ◆ What is classroom management?
- ◆ The traditional scheme of the classroom management.
- ◆ Requirements for ELT in terms of the classroom organization in effective teaching.
- ◆ Different environment needed for every language skill/ activity (group)/ whole group/ individual activities/ pair activity).
- ◆ The classroom management sets the psychological tempo of the teaching/ learning situation.
- ◆ While teaching English through games and other game like activities a vibrant and free movement oriented classroom environment would be required.
- ◆ The situation of the classroom discipline is generally addressed by assigning authority/ responsibility to the learners to participate productively in the learning activity at the speed of their individual capabilities and learning exposures.

GROUP ACTIVITY:

Each group will select a unit of teaching, from the text book (class I-V). The group will plan a strategy of the classroom situation for teaching the selected unit. The group will address the following situations:

1. Whole class work
2. Small group (4-5) activity
3. Individual activity
4. Organizing a language game
5. Assessing/ evaluating the learners achievement.

The chart for every activity will be prepared.

The group leaders will present the feed back.

The RPs/ MTs will present their views for guidance.

The importance of classroom management for the teaching of English has wide range significance. The traditional classroom is always a stumbling block for the teaching through modern methodology.

The teacher/ administrators will have to realize this essential notion, that a language (English) teaching class room should be dynamic and relevant to the teaching activity.

29. CLOZE PROCEDURE

OBJECTIVES

After the completion of this session the participants will be able to

- Tell the definition and nature of cloze as a teaching strategy.
- Give Information concisely about its back ground.
- Tell the purpose why cloze procedure is used for teaching English.
- Prepare some effective exercises for Primary School children based on cloze.

Master Trainers input (30mts)

The Master Trainers will display a flash card to the class (Trainees) and ask them to guess about it:

D.A.R.T.S

The Participant will make some efforts, but hopefully, they will not be able to decode this abbreviation finally he will show a decoded flash card.

Directed Activities Related to Text

The Master Trainers will then inform that, there are a number of activities which help the learners of English Language to develop progressively. They will emphasize on both the essential aspects of learning.

1. Comprehension
2. Study Skills

The strategies are generally very flexible in their usage. The cloze procedure is the most significant of these strategies. It is essentially related to communicative approach of teaching English.

The MTs will then inform that the cloze procedure is:

1. Flexible
2. Adaptable for most language teaching stations (Conversation, paragraphs reading passages etc)
3. It involves thinking in context and has little to do with drill.

This is the best known strategy which is based on the psychological theory of closure i.e the tendency of the human brain to see the whole. It is not merely gap filling although spaces are left, which the students are asked to fill always ensuring that the passage makes sense and is also grammatically correct.

The Master Trainers will put the chart of the characteristics of a cloze:

1. Passage may have multiple choice possibilities:
(The Master Trainers give example from My English book 4, unit 2-4 page 20)

I have near the farm/ park/ sea side.
I see the ships/ fields/ children from the window.
I hear the window birds singing/ waves crashing/ ducks quacking.
I enjoy swimming/ sliding/ riding.
In the morning I collect sea shells/ eggs/ butterflies.
I watch sea gulls/ cows/ frogs
It is fun to live near a farm/ a park/ the sea side.

(In the above passage there can be three different types of cloze exercises. For this we can only adapt / change the last sentence. There can be three (3) possibilities.

- Or 1) It is fun to live near a farm
Or 2) It is fun to live near a park
Or 3) It is fun to live near the sea side.

In case of each of the above, the responses, will have to be selected a from a perfect cloze.

- 2) The passage may have a syntactic effect .Delete every fifth / sixth or seventh word . When complete the passage must make a sense.
- 3) Have a grammatical focus .
Delete the words that are examples of teaching focus _____adjectives, connectives, subject __verb agreement, etc.

Master Trainers input II

The Master Trainers will display the charts of the cloze passage which will highlight the concepts as given in point 2 and point 3 above (MTs in put I)

Chart I. Every sixth word will be removed : “ Faisal was a new boy in school. He did not have any friends , so no one played with him. Poor Faisal ! During break time, the boys played cricket. Faisal stood and watched them play. He was unhappy: Hafeez wanted to help Faisal. He sat next to him in class. To please Faisal, Hafeez talked to him. Now Faisal felt happy and they became friends.

The next day Hafeez asked Faisal to play with the boys during break. Faisal ran fast and played well. Soon the boys began to like Faisal. They were sorry that they had made him unhappy earlier. (The second para is left / not done for cloze).

The participants will be informed that the names have not been counted, etc.

Chart 2. (only verbs / action words will be removed).

“ Yusuf woke up in the middle of the night. He heard some noises in the kitchen. Some one was walking in there. In fact, three or four people were creeping about in different parts of the house. Some one was opening the cupboard in Mummy’s bed room. Another was saying ‘ Hush ! Be quiet!’” Yusuf got up slowly and blocked out of the window.”

(Page 29, My English Book 5).

The MTs will ask participants to observe the differences in chart 1 and chart 2. Both are the cloze exercises. This shows that the cloze procedure provides an opportunity to plan the teaching task with general as well as specific purposes for language development.

The MTs will then invite the participants to suggest some ideas that how the cloze can be used effectively. He/ She will jot down the reasonable ideas on the black board. Finally he/ she will display a chart and discuss it:

To Work effectively on a cloze the students should be taught to:

1. First read / listen (to) the passage (carefully) to the end and get jist of it .
2. Start at beginning and work a sentence at a time.
3. Read to the end of the sentence.
4. Work out which words make sense
5. Jot down the choice of words.
6. Repeat until the passage is complete.
7. Lastly re-read the whole, checking the sense all the way through.

(Note: Very often there will be several acceptable answers, but much excellent language work can result from analyzing the range of choices the open ended passage of this type can be good group activities).

Group work.

The group of participants may write their stories / description, etc. They may then change those passages into cloze exercises for the students. Each group may work on any one task:

1. Prepare a cloze with every 6th word deleted.
2. Prepare a cloze with only verbs deleted.

3. Prepare a cloze with only the nouns deleted.
4. Prepare a cloze with only auxiliary verbs deleted.
5. Prepare a cloze with adjectives deleted.
6. Prepare a cloze with adverbs deleted.

When the groups will finish doing the task, the leaders will report their work . The MTs will finally give comments / views.

MTs input and Individual task

The MTs will finally display the following chart for the discussion of the participants:

“He went very slowly / fast/ carefully to the station. Though he was getting early/ late/ on time, but he was afraid that in the night dark ness he might fell down / fall down/ felt down on the road due to lot of rain water pitted on the ground / railway station/ train. Any how he reached station on time.

The trainees (whole class) will be asked to perform / work on this cloze. Finally some of them will be asked to read the answers.

Session II

Group work on cloze

Each group will prepare at least 3 cloze exercises and present the same before the full class session in the presentable form. All the charts/ cloze exercise drafts completed in all respects. The participants will try to answer the cloze prepared by (other) groups in the class.

There will be a critique session after every group activity
Finally the MTs will give their comments..